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ABSTRACT

The final report details results of the Albuquerque Integration Outreach Project, designed to increase awareness about serving young handicapped children in mainstream settings. The performance section presents data on seven project objectives, including developing a project brochure, conducting awareness workshops, disseminating research results on a national level, field testing the guide developed to help educators integrate handicapped and nonhandicapped preschoolers, and providing outreach to rural as well as urban early childhood programs serving handicapped children in integrated settings. A summry of research considers improving placement decisions for handicapped children, measuring children's developmental gains, and comparing the academic readiness of nonhandicapped children in integrated and non-integrated classes. (CL)

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ALBUQUERQUE INTEGRATION OUTREACH PROJECT

Final Performance Report
July 1, 1981 - June 30, 1982

Grant Number G008101071
Albuquerque Special Preschool
1-237113281

Submitted by:
Gail C. Beam, Ph.D., Project Director

EC 157083

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

PROGRAM PERFORMANCE REPORT (Discretionary Grants)

FORM APPROVED
OMB NO. 51-R1001

Further monies or other benefits may be, but will not necessarily be, withheld under this program unless this report is completed and filed as required by existing law and regulations (45 CFR 121, GSA FMC 74-7).

Part I

All grantees with awards from programs listed under "General Instructions" above respond.

1. Date of Report:	2. Grant Number:
9/30/82	G008101071
3. Period of Report: From:	**To:**
July 1, 1981	June 30, 1982

4. Grantee Name and Descriptive Name of Project:

Albuquerque Integration/Outreach Project

Certification. I certify that to the best of my knowledge and belief this report *(consisting of this and subsequent pages and attachments)* is correct and complete in all respects, except as may be specifically noted herein.

Typed Name of Project Director(s) or Principal Investigator(s):	Signature of Project Director(s) or Principal Investigator(s):
Gail C. Beam, Project Director	Gail C. Beam

Part II *("Accomplishment" Reporting)*

A. All grantees, except for those with awards under 13.443 are to respond to this Section A. Grantees under 13.443 go to B of Part II.

All grantees with awards under 13.444 except those supported solely for "Outreach" activities are to follow the organization of categories listed below in presenting their performance reports. The categories are based on activities common to all Early Childhood projects with the exception noted above for projects solely supported for outreach activities.

(1) Direct and Supplementary Services for Children's Services
(2) Parent Family Participation
(3) Assessment of Child's Progress
(4) Inservice Training for Project Staff
(5) Training for Personnel from other Programs or Agencies
(6) Demonstration and Dissemination Activities
(7) Coordination with other Agencies
(8) Continuation and Replication

The grant application for programs 13.445, 13.446, 13.450, and 13.520 provided for the following functions or activities as categorical headings in the budget and narrative sections.

Research and Development	Dissemination
Demonstration/Service	Preservice/Inservice
Evaluation	Training

Programs 13.451, and 13.452 do not usually require a breakout since the primary function or activity is intrinsic to the respective program.

For each of the above programs, functions, [illegible] as well as those of special import for [illegible] replication, advisory councils, parent involvement, the objectives and subobjectives presented in the approved application *(in narrative format)* in terms of

(a) Accomplishments and milestones met
(b) Slippages in attainment and reasons [illegible]

Refer back to your application and update [illegible] quarterly projections, scheduled [illegible] target dates, and data collected and [illegible] criteria and methodologies used to [illegible] and (b). For grantees under 13.444 [illegible] or personnel from other programs [illegible] types of training, institutions or [illegible] numbers of trainees and hours of training [illegible]

Also highlight those phases of the plans of a [illegible] in your application that proved most [illegible] those that upon implementation did not [illegible] NOTE: Outreach grantees are to discuss [illegible] and slippages in terms of replication and [illegible] services, resources provided and field testing [illegible] tion and training in terms of types of personnel [illegible] training and the number of hours involved.

Grantees finishing this portion of Part II, go to C of Part

B. Reporting for Grantees under 13.443 *(Research and Development/Demonstration).*

Discuss major activities carried out, major departures from the original plan, problems encountered, significant preliminary findings, results, and a description of evaluation or any final product. Either include copies of, or discuss information materials released: reports in newspapers, [illegible]

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zines, journals, etc.; papers prepared for professional meetings; textual and graphic materials; completed curriculum materials and instructional guides, or drafts if in a developmental stage, special methods, techniques and models developed; scales and other measuring devices used.

When finished with this portion of Part II, 13.443 grantees go to C of Part II.

C. All grantees are to respond to this section C. Discuss the following:

(1) Unanticipated or anticipated spinoff developments *(i.e., those which were not part of your originally approved subobjectives, but which are contemplated within the purpose of the Education for the Handicapped legislation, such as new cooperative inter-agency efforts, a decision by volunteer(s) to pursue a career in special education, new public school policy to integrate handicapped children into regular classrooms, enactment of mandatory or other State legislation affecting early education, relevant new course offerings at universities, etc.).*

(2) Where outputs are quantified in response to any portion of Part II, relate quantifications to cost data for computation of unit costs. Analyze and explain high-cost areas.

(3) Indicate other matters which you would like OE to know about *(e.g., community response to the project, matters concerning the project's working relationship with OE, technical assistance of OE staff, or any other relevant subject.).*

Part III

All grantees with a Demonstration/Service function or activity, except for 13.444 grantees who are solely supported for "outreach" activities, are to complete Tables IA, IB, and IC. All grantees under 13.451, as well as those under other handicapped programs with a Preservice/Inservice Training activity are to complete Table II. All grantees under 13.444 except those who are supported solely for "outreach" activities, are to complete Tables IIIA and IIIB.

Table IA – Demonstration/Service Activities Date

Children

Enter actual performance data for this report period into the appropriate boxes. Use age as of the time of the original application, or the continuation application, whichever is later. On lines above line 11, count multihandicapped individuals only once, by primary handicapping condition, and indicate the number of multihandicapped in line 12. Data for lines 1 through 11 are for those directly served, i.e., services to those enrolled or receiving major services, and not those merely screened, referred or given minimal or occasional services.

Type of Handicap	Number of Handicapped Served by Age					
	Ages 0-2	Ages 3-5	Ages 6-9	Ages 10-12	Ages 13-16	Age 17 and Over
1. Trainable Mentally Retarded	1	2				
2. Educable Mentally Retarded	1	3				
3. Specific Learning Disabilities		2				
4. Deaf-Blind						
5. Deaf/Hard of Hearing		1				
6. Visually Handicapped						
7. Seriously Emotionally Disturbed						
8. Speech Impaired	3	6				
9. Other Health Impaired	8	6				
10. Orthopedically Impaired	3	2				
11. Total	24	28	35			
12. Multihandicapped	8	6	35			

If the data in the above table differ by more than 10 percent from the data originally presented in your approved application, please explain the difference.

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Table IB

Project Staff Providing Services to Recipients in Table IA

Type of Staff	Number	
	Full-time	Part-time (As Full-time Equivalents)
Professional Personnel (excluding teachers)	9	
Teachers	15	
Paraprofessional	10	3.5

Table IC

If applicable: Services to Those Handicapped Not Included in Table IA

Service	Number of Handicapped
Screened	
Diagnostic and Evaluative	
Found to Need Special Help	
Other Resource Assistance	

Table II

Preservice/Inservice Training Data

Handicapped Area of Primary Concentration	Number of Persons Received Inservice Training	Number of Students Received Preservice Training by Degree Sought			
		AA	BA	MA	Post-MA
Multihandicapped	15	4	1	6	4
Administration	7		4	2	1
Early Childhood	35	29	3	3	
Trainable Mentally Retarded					
Educable Mentally Retarded					
Specific Learning Disabilities					
Deaf/Hard of Hearing					
Visually Handicapped					
Seriously Emotionally Disturbed					
Speech Impaired					
Orthopedically and Other Health Impaired	2	2			
TOTAL	59	35	8	11	5

If data in Table II above differ by more than 10 percent from those in your approved application, explain.

Table IIIA
Placement of Children Participating in
Early Childhood Program During Reporting Period

Indicate the placement of children who left your project during the year covered by this report period.
NOTE: Count each child only once by primary type of placement below.

TYPE OF PLACEMENT			NUMBER OF CHILDREN	
			FULL-TIME	PART-TIME
INTEGRATED PLACEMENT *(i.e., in regular programs with children who are NOT handicapped)*	Nursery schools			
	Day-care programs			
	Head Start		4	
	Pre-kindergarten			
	Kindergarten			
	Primary grades	First		
		Second		
		Other		
SPECIAL EDUCATION PLACEMENT *(i.e., in classes only for handicapped children but situated in regular private or public school)*	Pre-kindergarten			
	Kindergarten			
	Primary grades	First		
		Second		
		Other		
INSTITUTIONAL PLACEMENT	Scheduled to remain in Early Childhood Program in coming year			
	Other *(specify)*			

Table IIIB

	NUMBER		PERCENT
Cumulative number of children entered into integrated placement *(if known)* prior to this report period →	approx. 4/yr.	Estimated retention rate of cumulative number in integrated placement →	100%

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ALBUQUFRQUE INTEGRATION OUTREACH PROJECT
KEY PERSONNEL 1981 - 1982

Name	Position
Gail C. Beam	Project Director
Darro Breshears-Routon	Integration Specialist-City Outreach Team Dissemination Assistant
Violet Crawford	Secretary
Mary Fortess	City Outreach Coordinator
Debbie Harrington	Evaluation Consultant
Patricia Krchmar	Rural Outreach Coordinator Speech Pathologist
Deborah McCue	Administrative Assistant/Bookkeeper
Erin Moody	Occupational Therapist
Margaret Sheldon	Integration Specialist-Rural Outreach Team

Demonstration Classroom Teachers

Linda Askew

Darro Breshears-Routon
Jerry Gallegos, Aide

Loey Cohen Kirk
Barbara Morales, Aide

Judy Thurmond

Co-Authors of "Guide to Integrating Handicapped & Nonhandicapped Preschoolers"

Marilyn Price

Nessa Weinberg

TABLE OF CONTENTS

List of Tables	Page Number
I. Introduction/Summary of Accomplishments	1 - 3
II. Performance Report	4 - 39
III. Evaluation/Research Summary	40 - 43

Appendix	Color Code
A	White
B	Blue
C	Yellow
D	Green
E	Pink
F	Blue
G	Yellow
H	White

SECTION I

SUMMARY OF ACCOMPLISHMENTS

The Albuquerque Integration Outreach Project set out to stimulate the awareness of professionals, parents and child care providers regarding the advantages of serving young handicapped children in settings which include their non-handicapped peers. Toward this end, products were developed, field tested, and utilized to train professionals in important aspects of integration. Extensive training occurred in several rural areas of the state, as well as in Albuquerque with a large public school system.

Outreach assistance -- in the form of awareness information, use of products or direct training -- was received by HCEEP projects, professionals in attendance at DEC/HCEEP conference and the International CEC conference, community programs serving developmentally disabled preschoolers in New Mexico (including Southwest Services to the Handicapped, All Indian Pueblo Council Headstart, Zia Therapy Center, Las Cumbres Learning Center, the Rehabilitation Center), the Albuquerque Public Schools and a number of regular preschool programs in Albuquerque. As anticipated, outreach project staff were able to share knowledge regarding appropriate effective programming for young handicapped children with professionals at the national level and decision makers in New Mexico. Through rural and city outreach efforts, high quality programs for young handicapped children were stimulated throughout the state.

All of the goals and objectives were fully met; and, in several cases, we far exceeded the minimum number of handicapped children expected to benefit from outreach assistance. A performance report of each objective has been prepared by project staff (Section II). In each case, activities have been described, benefits detailed, and recommendations made to overcome real or possible problems.

The Albuquerque Integration Outreach project received an enthusiastic response at both the state and local levels. Project staff, in addition to their outreach responsibilities, were invited by the state of New Mexico to participate in site evaluations, in the development of an early childhood state plan, and to provide input for the expenditure of expansion funds for early childhood services. Numerous requests for technical assistance and training reflect an awareness within New Mexico of the expertise of outreach staff members.

The continuation of outreach activities could possibly occur on a very limited basis. Rural programs in New Mexico may be able to secure state funds occasionally for training purposes. Many such programs have indicated a strong interest in receiving further training from the Albuquerque Integration Project. All Indian Pueblo Council has indicated a desire to continue consulting with outreach staff regarding the integration of young handicapped children in their Headstart programs. Funds would be available for travel expenses only. In addition, it is possible that Albuquerque Public Schools will request future consultation by members of present city outreach team, given the unqualified success with which 1981-82 activities were met. The major problem in delivering such services will be for Albuquerque Special Preschool to receive sufficient funding to retain adequate, qualified staff.

Although outreach projects do not receive technical assistance from WESTAR, we still found this consortium to be a valuable resource, staffed by highly qualified and helpful professionals. More important, Albuquerque Special Preschool enjoyed an excellent working relationship with Special Education Programs, Handicapped Children's Early Education. Both Project and Grants officers were readily available to assist with project

management. Federal support of the activities delineated in this report has contributed greatly to the overall quality of services for young handicapped children in the state of New Mexico.

SECTION II

PERFORMANCE REPORT

Objective 1: Design/disseminate brochure describing Albuquerque Integration Model through the Outreach Model to stimulate requests for information and demonstration site visits.

The Outreach Project brochure was designed, printed and sent to programs nationwide (see Appendix A). In New Mexico, 100 brochures were disseminated to:

Developmental Disabilities Programs (state funded) with early childhood components.	16
Albuquerque Public School personnel	21
University professors	12
Selected Albuquerque regular preschool personnel	8
State Department Division of Education, Department of Special Education	4
Programs for Children	4
Professional organizations	7
Miscellaneous program staff around the state	31

Nationally, 110 brochures were sent to:

Handicapped Children's Early Education Programs	100
Miscellaneous personnel around the country	10
Total	213

The Outreach project has received brochure requests from eight HCEEP programs (including one outreach project) outside of New Mexico, three New Mexico developmental disabilities programs, two preschool programs in Albuquerque, and one in Washington. The following results provide

information about specific requests generated by the brochure as well as the products disseminated.

Types and number of requests stimulated by the brochure

Model utilization/intensive training	6
Workshops/Seminar	7
Site Visits	4
Awareness/information	8
Consultation	3
Specific area or product	7

Products Disseminated:

Brochure with overview of Albuquerque Special Preschool services	8
Parent strategies and needs assessment	6
Summary of results of play behavior research	6
Guide for Integrating Handicapped or Non-Handicapped Preschool Children	8
Planning letter to arrange future training, technical assistance or consultation	4

Since the present grant covered direct assistance and training only within the state of New Mexico, it was not possible to deliver these services elsewhere, although a number of such requests were received. In retrospect, the brochure should have indicated that only products could be disseminated rather than services to people outside of New Mexico.

Albuquerque Special Preschool also conducted many other dissemination activities. Presentations were given to local civic groups, parent groups, and a high school for young parents. Albuquerque Special Preschool's

proximity to the University of New Mexico makes it available for a training site. As a result, the Special Education Department has placed nine field experience students, and two Master's level practicum students. Twelve nursing students, two Master's level students from the Department of Communication Disorders, and one workstudy student from the University of New Mexico completed projects or field studies at the Preschool.

Parents and professionals from around the state have also made site visits to the demonstration classes. Table 1 outlines the number and type of visitors to Albuquerque Special Preschool. The Outreach/Integration project has made impact in a variety of ways. The following breakdown of these impact indicators is reported from July 1, 1981 to June 11, 1982:

Increasing Awareness	
Number of persons requesting additional materials/ information	88
Number of persons visiting demonstration site	204
Product Development/Distribution	
Number of printed publications available (includes relevant handouts)	27
Number of printed publications distributed	229
Number of children receiving new/improved services via use of selected materials	67
Stimulating High Quality Programs	
Number of children served at demonstration/continuation site (Type of handicap: Varied developmental delays)	51
Number of handicapped children served by number of persons receiving criterion training	
children	87
Professionals/Paraprofessionals	59

TABLE 1

Visitors to Albuquerque Special Preschool
July 1, 1981 - June 11, 1982

Parents	Professionals/Paraprofessionals	Students & Faculty	General Public
49	103	32	20
(includes some attendance at meetings and classes)	(includes some attendance at in-service presentations and at a NMAEYC tour)		

Objective 2: Plan and conduct one-day workshop(s) to increase the awareness of daycare providers of the nature and needs of young handicapped children, with emphasis on the importance of imitation and use of peer models in the skill acquisition.

Objective two was expanded to include two workshops for preschool/daycare providers. The first workshop was organized in response to a needs assessment (see Appendix B) sent to eight preschool and daycare providers who serve children on Albuquerque Special Preschool's waiting list, or with whom the Preschool staff had worked previously. Rural New Mexico preschool/daycare centers also expressed an interest in receiving training from the Outreach staff. Therefore, a day long workshop in March, 1982 was designed for this population. The emphasis was on giving the audience an overview of normal speech and motor development and potential problems, activities to promote speech and motor development through imitation and use of peer models, and how to conference with parents. The agenda, rationale, handouts, and evaluation summary from the workshop are included in Appendix B. Outlined in Table 2 is a description of this workshop.

During Spring, 1982, a coalition of community agencies met to discuss training childcare providers to care for handicapped children. Fliers were distributed throughout Albuquerque to verify the need for training providers (see Appendix B). Cariños, a childcare referral agency was identified as the contact agency.

Following positive responses to the flier, a workshop was organized by all agencies involved (see Table 2). Funding available through the Outreach grant (OSE) enabled Albuquerque Special Preschool to host the workshop. The emphasis of the workshop was on educating childcare

providers on the issue of handicapped children and ways in which they might accomodate for their needs in a daycare setting. The focus of the latter goal was on the use of non-handicapped children in the same setting.

Announcements of the workshop were mailed to all preschools and childcare providers registered with Carino (N=500) (see Appendix B). Eighteen persons attended, representing agency and private in-home providers of non-handicapped children. See Appendix B for the workshop agenda and a list of questions addressed to the panel of parents and providers. For those in attendance, the workshop was very successful; comments were positive and plans were made to visit facilities which included handicapped children.

When this workshop was first planned, it was felt that we could provide training to facilitate an optimal daycare environment. However, people interested in training indicated they were fearful about meeting the needs of handicapped children and what they wanted was general awareness information. Therefore, the focus was placed on decreasing the anxiety toward handicapped children so that providers would accept these children into their facility.

During the summer, 1982, the coalition will re-evaluate a need to provide further training. In order to impact more people, it was suggested that the public T.V. station film the parent/provider panel for a half hour T.V. segment.

Through the needs assessment sent to Albuquerque preschool/daycare providers (see Appendix B) it was established that the Butterfly Tree Preschool and Nursery wanted training through direct assistance and consultation. The Integration Specialist, from the City Outreach team, and the

teacher for the two year old class at the Butterfly Tree Preschool met and discussed the child on Albuquerque Special Preschool's waiting list who is now served at Butterfly Tree. The teacher said she particularly wanted assistance with this child's language and behavior problems. A contract, including objectives and procedures, was set up to meet the needs of the teacher and child (see Appendix B). All objectives were met satisfactorily, as verbally stated by Butterfly Tree's teacher. We were unable to obtain a written evaluation, although several attempts were made.

The Albuquerque Special Preschool waiting list teacher continued to see this child and teacher periodically on a consultation basis.

TABLE 2

Training Workshops for Preschool/Daycare Providers

Title of workshop	"Teaching Strategies for Working with Handicapped and Non-Handicapped Children"
Date and Time	March 4, 1982 8:30 a.m. to 4:00 p.m.
Location	Albuquerque Special Preschool
Presenters	Erin Moody, Pat Krchmar, Peggy Sheldon, Mary Fortess, Darry Breshears-Routon
Audience	Personnel from: Ocotillo Preschool - Silver City, New Mexico Las Cumbres Early Learning Center, Los Alamos, New Mexico Acoma Headstart - Acoma, New Mexico Zia Therapy Center - Alamogordo, New Mexico Mariposa Headstart - Albuquerque, New Mexico Centro De Amor Headstart - Albuquerque, New Mexico San Felipe Headstart - San Felipe, New Mexico Albuquerque Special Preschool - Albuquerque, New Mexico

Total number attending workshop - 23

****

Title of workshop	"New Life in the Neighborhood"
Date and Time	May 22, 1982 8:30 a.m. to 12:00 p.m.
Location	Albuquerque Special Preschool
Presenters	Linda Askew, Mary Fortess, Albuquerque Special Preschool Pat McMahon, Esperanza Para de Los Ninos Preschool Carlotta Garcia, " " " " " " Cynthia Gilbert, " " " " " " Charlotte Baca, " " " " " " Diane Teigner, The Rehabilitation Center Stan Handmaker, M.D., Programs for Children
Audience	Personnel from: Albuquerque Public Schools Albuquerque YWCA childcare providers Esperanza Para de Los Ninos Preschool The Rehabilitation Center Albuquerque Special Preschool

Total number attending workshop - 18

Objective 3: Disseminate research results at the national level

Research results from the model project period were summarized (Appendix C) by the Director and Evaluation Consultant during the summer of 1981. These were disseminated by staff members of the Albuquerque Special Preschool's integration model at two national conferences and one state conference. Table 3 outlines these professional presentations.

The Project Director gave a presentation at the annual HCEEP/DEC conference in Washington, D.C. in December, 1981. Approximately 40 people were in attendance at the session entitled "Children in Integrated Settings." This presentation, and the fact that the director handed out the outreach brochure, generated a number of requests for the Guide and additional information from the Albuquerque Integration/Outreach project. These data have been reported under Objective 1. The handout is included in Appendix C.

The occupational therapist and two teachers from the Albuquerque Special Preschool's Integration Project presented at the New Mexico Association for Education of Young Children conference on March 6, 1982. The occupational therapist's presentation was entitled "Motor Development in the Classroom" and drew an audience of approximately 30 professionals. The teachers' presentation was entitled "Teaching Strategies for Integrating Handicapped Children with Non Handicapped Children" drew an audience of approximately 25 people. Both of these presentations generated interest in the Integration/Outreach project as reported in Objective 1.

The Project Director, Rural Outreach Coordinator, and City Outreach Coordinator presented information about the integration model at the

International Council for Exceptional Children Conference in Houston, Texas on April 13, 1982. Approximately 40 professionals attended this session entitled "Integrating Handicapped and Non-Handicapped Preschoolers: A report of Three Year's Research, with Implications for Teachers" which was held on Division Identity Day. Handouts are included in Appendix C. A number of requests for further information were also received.

Further research was conducted during 1981-82; and it was determined that these results would be necessary to add to existing body of data before submission of manuscripts for publication or request for JDRP approval were warranted. See section III for a discussion of evaluation efforts.

TABLE 3

State and National Presentations,
Outreach Project 1981-1982

Title "Children In Integrated Settings"

Conference HCEEP/DEC

Location Washington, D.C.

Date December, 1981

Presenter Gail Beam, Director

Number of People in Attendance - Approximately 40

****

Title "Motor Development in the Classroom"

Conference New Mexico Association for Education of Young Children Conference

Location Albuquerque, New Mexico

Date March 6, 1982

Presenter Erin Moody, Occupational Therapist

Number of People in Attendance - Approximately 40

****

Title "Motor Development in the Classroom"

Conference New Mexico Association for Education of Young Children Conference

Location Albuquerque, New Mexico

Date March 6, 1982

Presenter Loey Kirk, teacher Linda Askew, teacher

Number of People in Attendance - Approximately 25

Title "Integrating Handicapped with Non Handicapped Preschoolers: A Report of Three Year's Research, with Implications for Teachers"

Conference International Council for Exceptional Children

Location Houston, Texas

Date April 13, 1982

Presenters Gail Beam, Director
Pat Krchmar, Rural Outreach Coordinator
Mary Fortess, City Outreach Coordinator

Number of People in Attendance Approximately 40

Objective 4: Field Test the Guide for Integrating Handicapped and Non-Handicapped Preschool Children.

One hundred twenty copies of the Guide for Integrating Handicapped and Non-Handicapped Preschool Children were distributed to HCEEP projects, Rural and City Outreach program staff members, preschools in which children from Albuquerque Special Preschool's waiting list were enrolled, a parent support group, and professionals around the country who requested it as a result of the Outreach Brochure or a listing in Westar's Newsletter. A questionnaire was developed to evaluate the effectiveness of this manual (see Appendix D). This instrument was designed to assess user reaction to each major content area, and solicited responses about format, complexity, usefulness, and other general characteristics of the guide depending on users' needs. The users' evaluation was mailed in February to those people using the guide; twelve were completed and returned to Albuquerque Special Preschool by the March deadline.

Generally speaking, people thought the Guide was well organized, about the right length, the information was understandable, and useful to a variety of personnel programs. A compilation of the results from the Users' Evaluation Questionnaire is included on the example in Appendix D. These results will be used to revise the first edition.

This revision will be completed by the end of the project period (see Appendix D). The revised copies will be sent to all individuals and/or programs which used the preliminary edition during 1981-82. The authors of the Guide have received approval from LINC for marketing. The success of this effort will be determined outside the scope of the present project.

*Enclosed, under separate cover.

Objective 5: Validate suggested criteria for placement of handicapped children in integrated programs.

The staff at Albuquerque Special Preschool assisted in the development of an instrument, Criteria for Integrating/Mainstreaming Handicapped Children, which would determine whether a handicapped child would benefit from a classroom experience with non-handicapped peers (see Appendix E). The purpose of this instrument was to add objectivity to the method used by professionals and parents for recommending that a child's only intervention occur in a larger, less structured setting.

The instrument measures the extent to which a child has mastered certain skills or exhibits certain characteristics. There are 30 behaviors on which each child is rated. Following a revision in the Fall, 1981, the form was completed by the teacher, occupational and speech therapist for each child who was at least three years old by October 1, 1981. This process was repeated in May, 1981. These data were analyzed to determine if certain skills acquisition or behaviors, in fact, predict success in an integrated class. (See Section III of this report for research results).

Initially, it was believed that this instrument could be used almost immediately to assist in placing children. However, questions and concerns regarding the weight factor and the relevance of particular items have necessitated further revisions. Following analysis of the 1981-82 data, including revisions in the instrument, a final instrument should be available in Fall, 1981. Suggestions for this revision are reported in Section III.

Although the Criteria for Integrating/Mainstreaming Handicapped Children promises to be a worthwhile tool, establishing its validity and reliability requires extensive analysis. Albuquerque Special Preschool intends to utilize this instrument, and eventually disseminate it nationwide.

Objective 6 - Provide Outreach Assistance to rural New Mexico early childhood programs in order to serve 15-20 handicapped children (approximately) in settings which involved their non-handicapped peers.

The target agencies chosen to receive outreach assistance were the Southwestern New Mexico Services to Handicapped Children and Adults, Inc. (SWSH), Silver City, New Mexico, and the All Indian Pueblo Council (AIPC) throughout New Mexico. Other New Mexico programs which received minimal training or assistance (i.e, site visits, workshops, or products) include Western Valencia County Human Resources Center in Grants, Zia Therapy Center in Alamagordo, Las Cumbres Learning Services, Inc. in Los Alamos and Espanola, Socorro Learning Services in Socorro, and the Mirasol Preschool in Roswell (Tables 4 and 5). Information on the target agencies (SWSH and AIPC) populations served, personnel qualifications, and administrative arrangements was accumulated through the Albuquerque Special Preschool Outreach Site Data Sheet (see Appendix F). Other New Mexico agencies named above participated in portions of the Albuquerque Special Preschool outreach activities, as a result of their responses to the Albuquerque Special Preschool Outreach brochure (see Objective 1).

The Ocotillo Development Center and Parent Power Programs of SWSH have a staff of seven. Of these seven there were three teachers, two teachers' aides, one volunteer trainee/aide, one program director/teacher, and one assistant director/infant coordinator (Table 6). The program serves 31 handicapped children (Table 7).

There were three AIPC Headstart programs that Albuquerque Special Preschool Rural Outreach Team worked with directly. These included Acoma Headstart, San Felipe Headstart, and Isleta Headstart. The Acoma program had a staff of eight consisting of one program director, three

TABLE 4

RURAL OUTREACH CONTACTS

SITE	NUMBER OF CONTACTS/CONSULTATION*
Ocotillo Development Center (SWSH)	22
All Indian Pueblo Council (AIPC), Acoma, Isleta, and San Felipe Head-start	32
Western Valencia County Human Resources Center - Preschool	9
Las Cumbres Early Learning Services (Espanola)	9
Socorro/Sierra Learning Services - Mariposa Preschool	5
Zia Therapy Center (Alamogordo)	2
Roswell Mirasol Preschool Program	1

TABLE 5

RURAL OUTREACH SITE HOURS OF TRAINING

RURAL OUTREACH SITE	HOURS OF TRAINING
Ocotillo (SWSH) Total	77½ hours
AIPC Directors	6 hours
Acoma	19½ hours
Isleta	9 hours
San Felipe	22½ hours
AIPC Total	57 hours
Western Valencia County Human Resources Center - Preschool	6 hours
Las Cumbres Early Learning Services (Espanola)	7½ hours
Zia Therapy Center (Alamogordo)	7½ hours

*includes phonecalls, letters, etc.

TABLE 6

RURAL OUTREACH TARGET AGENCY-STAFF INFORMATION

RURAL OUTREACH SITE	TYPE OF STAFF	TOTAL
Ocotillo Development Center (SWSH)	Professional Personnel (excluding teachers)	1
	Teachers	3
	Paraprofessionals	3
Acoma Headstart (AIPC)	Professional Personnel (excluding teachers)	1
	Teachers	4
	Paraprofessionals	3
Isleta Headstart (AIPC)	Professional Personnel (excluding teachers)	3
	Teachers	5
	Paraprofessionals	8
San Felipe Headstart (AIPC)	Professional Personnel (excluding teachers)	2
	Teachers	3
	Paraprofessionals	3

TABLE 7

RURAL OUTREACH TARGET AGENCY-CHILDREN SERVED

RURAL OUTREACH SITE		TOTAL
Ocotillo Development Center (SWSH)	Handicapped	31
	Non-Handicapped	0
Acoma Headstart (AIPC)	Handicapped	5
	Non-Handicapped	60
Isleta Headstart (AIPC)	Handicapped	6
	Non-Handicapped	86
San Felipe Headstart (AIPC)	Handicapped	4
	Non-Handicapped	41

teachers, one paraprofessional therapist, and three teachers' aides (Table 6). The Acoma program served 65 children of whom 5 were identified as handicapped (Table 7).

The Isleta program had a staff of sixteen, consisting of a Director, a Consultant for Handicapped Children, a Health Coordinator, five teachers, and 7 teachers' aides (Table 6). This program had 92 children enrolled of whom 6 were identified as handicapped (Table 7).

The San Felipe program had a staff of eight, consisting of a Director, an Assistant Director/Handicapped Coordinator, three teachers, and three teachers' aides (Table 6). This program served 45 children of whom four have been identified as handicapped (Table 7).

The total number of staff served through rural outreach was 39. The total number of handicapped children served by these rural outreach target agencies was 46.

The minimum obligations of the target agencies to utilize model components in receipt of outreach assistance were as follows:

1) Complete Albuquerque Special Preschool Outreach Project Needs Assessment (see Appendix F) designed to identify program areas in which the agencies are in need of assistance/training

2) Examine, apply, and evaluate A Guide for Integrating Handicapped and Non-Handicapped Preschool Children

3) Complete the Outreach Site Data Sheet and set aside time for meetings with the outreach team

4) Make site visits to Albuquerque Special Preschool demonstration classes

5) Attend in-service activities and workshops sponsored by the Albuquerque Special Preschool

Written agreements (contracts) were devised with the cooperation of outreach staff and target agency staff outlining specific objectives, methods, materials, and results (see Appendix F). Progress on each objective was reviewed periodically, modified if necessary, and assistance/training was

provided. Each target agency began to implement model components adaptable to their program.

SOUTHWESTERN NEW MEXICO SERVICES TO HANDICAPPED CHILDREN AND ADULTS, INC.

Activities and training for individual sites will be discussed in some detail to sum up different levels of participation. The Ocotillo/SWSH staff displayed a strong interest in outreach activities, particularly those aimed at upgrading the Ocotillo program to reflect high quality programming for young handicapped children. Because of the varied educational backgrounds of SWSH staff, they chose outreach activities that would enhance their general knowledge of the fields of special education and early childhood education.

Outreach staff visited the Ocotillo Development Center (SWSH) over a period of eight days. These visits involved team teaching, occupational and speech/language therapy consultations, observations, implementation of environmental modifications, and inservice training (see Table 5, and 7).

Members of SWSH staff made two visits to Albuquerque Special Preschool to observe demonstration classrooms and attend workshop activities (see Table 8). In addition, two SWSH staff members attended the International Council for Exceptional Children Conference in Houston, Texas in April, 1982.

Integration of non-handicapped preschoolers was not implemented directly at the SWSH facility. It was determined that integration could be achieved through mainstreaming some of the mildly to moderately handicapped SWSH preschoolers in the Headstart and other preschool/day care programs in Silver City. Preparation for mainstreaming was accomplished primarily through inservice training, including such components as transitions and

the networking of agencies.

The preschool population at SWSH, with its varied age ranges and developmental levels, proved to be such a heterogeneous group that the principles of integration detailed in the Albuquerque Special Preschool Guide (Appendix D), were quite applicable. The staff field tested the guide and provided suggestions for its revision. Additional accountability of SWSH attainment of contract goals were as follows:
SWSH staff were asked to be accountable for their contract goals through the development of a daily classroom schedule, provision of developmentally appropriate learning activities for preschoolers, and extensive modification of classroom environments. Suggestions were made to the SWSH/Ocotillo parent component, stimulating greater parent involvement through a parent newsletter and volunteer activities (playground maintenance, painting, etc.).

Outreach activities with SWSH were evaluated at the time of workshop presentations (see Appendix F, Evaluation Forms) and through the measurement of SWSH's attainment of goals and objectives, as stated on the Outreach Agreement (see Appendix F). All objectives were completed by the year end deadline. The final outcome was that SWSH demonstrated the ability to implement many Albuquerque Special Preschool outreach suggestions in order to improve program quality and to begin the integration of young handicapped children into early childhood programs in Silver City. SWSH had done this in the past by placing some of their mildly handicapped children in the local Headstart program. However, this practice had not been well received by Headstart due to a lack of interagency coordination (i.e., poor transition procedures and inadequate communication). Technical

assistance was provided to improve SWSH's mainstream process. Issues covered included criteria for selecting children to be mainstreamed, site visits to Headstart and other centers, and establishment of open communication between agencies to ensure smooth transitions for children.

A total of 4 children were mainstreamed into the Headstart program during the 81-82 school year, with an additional 16 to be mainstreamed in the fall of 1982. SWSH will be responsible for interagency coordination and developmental follow up (projected: 1x/year with Portage Project).

ALL INDIAN PUEBLO COUNCIL

The three Headstart programs coordinated through All Indian Pueblo Council (AIPC) chose to attend workshops and/or receive specific training on selected topics as their primary involvement with Albuquerque Special Preschool outreach. All three Headstart programs attended 1-3 training workshops held at the Albuquerque Special Preschool and at Acoma Headstart Center (see Tables 8 and 5). Additional Headstart teachers from McCarty's attended the workshop at Acoma. Headstart staff also made 2 site visits to Albuquerque Special Preschool to observe two demonstration classrooms (Tables 7 and 8). The 15 handicapped children attending these Headstart programs were integrated prior to Albuquerque Special Preschool outreach contact. Therefore, outreach services were designed primarily to support or improve integration in a setting where staff had little experience with handicapped children. Training, technical assistance, occupational and speech/language therapy consultations were provided for the development of specific strategies for individual handicapped children at two centers.

San Felipe Headstart chose to utilize Albuquerque Special Preschool outreach to help parents deal with behaviors of children and to begin

Table 8

RURAL OUTREACH WORKSHOPS

TITLE:	Demonstration Site Visit/Planning Appropriate Activities, Use of Assessment Information, Strategies for Behavior Management
LOCATION:	Albuquerque Special Preschool, Albuquerque, N.M.
DATE:	January 19-20, 1982
PRESENTER(S):	Albuquerque Special Preschool staff - Steve Holburn, Pat Krchmar, Peggy Sheldon
AUDIENCE:	Ocotillo Development Center staff, Southwestern Services for the Handicapped (SWSH)
ATTENDANCE:	=3
HOURS INVOLVED:	=14 hours

****

TITLE:	Teaching Strategies for Working with Handicapped and Non-Handicapped Children and Demonstration Site Visit
LOCATION:	Albuquerque Special Preschool, Albuquerque, N.M.
DATE:	March 4, 1982
PRESENTER(S):	Albuquerque Special Preschool staff - Mary Fortess, Pat Krchmar, Bobbye Krehbiel, Erin Moody, Darro Routon, Peggy Sheldon
AUDIENCE:	Acoma Headstart staff, All Indian Pueblo Council (AIPC)-5 attending Albuquerque Centro de Amor Headstart staff Albuquerque Mariposa Headstart staff Las Cumbres Early Learning Services staff (Espanola)-2 attending Ocotillo Development Center staff (SWSH)-3 attending San Felipe Headstart staff (AIPC)-3 attending Zia Therapy Center staff-2 attending
ATTENDANCE:	=23
HOURS INVOLVED:	=7½ hours

****

TITLE:	Overview of Handicapping Conditions, Cognitive/Developmental Approach - Implications for Learning through Play and Demonstration Site Visit
LOCATION:	Albuquerque Special Preschool, Albuquerque, N.M.
DATE:	March 19, 1982
PRESENTERS:	Albuquerque Special Preschool staff - Pat Krchmar, Peggy Sheldon

AUDIENCE: Isleta Headstart staff (AIPC)

ATTENDANCE: =14

HOURS INVOLVED: =4 hours

****

TITLE: Strategies to Facilitate the Integration of Handicapped Children into Regular Early Childhood Programs

LOCATION: Acomita Headstart School, Acoma, N.M.

DATE: April 30, 1982

PRESENTER(S): Albuquerque Special Preschool staff - Pat Krchmar

AUDIENCE: Acoma Headstart staff (AIPC)
McCarty's Children's Day Care Center

ATTENDANCE: =18

HOURS INVOLVED: =6 hours

developing a parent handbook. Basically, outreach support consisted of helping teachers and paraprofessionals with adequate early childhood backgrounds accomodate these children with special education needs into their programs.

For various reasons, the AIPC Headstart programs were unable to participate as fully expected. The centers were unable to attend all of the workshops offered and the Albuquerque Special Preschool outreach team encountered some difficulty in rescheduling site visits and cancelled consultations. Two of the centers lost their directors, and the ensuing change in personnel required the rural outreach team to reestablish communications. However, the San Felipe, Isleta, and Acoma Headstart Centers completed the minimum requirements for participation without revision of outreach agreements (see Appendix F).

SUMMARY

The rural components of Albuquerque Special Preschool outreach did not undertake a study of child progress data. The lack of availability of such information within Headstart programs and use of non-standardized measures at SWSH did not permit any valid conclusions regarding child gain. Measures of parent satisfaction were not conducted due to the rural outreach team's minimal contact with parents.

In assessing rural outreach, in general, several suggestions for improvement are clear. Generally, outreach personnel should strive to be flexible and have realistic expectations when dealing with outside agencies. Unforseen changes in personnel (three centers changed directors) posed problems in scheduling and the continuity of program changes. Funding and job security were common concerns at three of the rural

Table 9

RURAL OUTREACH DIRECT TRAINING

TYPE OF TRAINING:	Site Visit/Consultation
LOCATION:	Ocotillo Development Center (SWSH), Silver City, N.M.
DATE:	September 27-28, 1981
PRESENTER(S):	Albuquerque Special Preschool staff - Pat Krchmar, Peggy Sheldon
AUDIENCE:	Ocotillo (SWSH) staff
ATTENDANCE:	=7
HOURS INVOLVED:	=14 hours

****

TYPE OF TRAINING:	Consultation/In Service/Team Teaching
LOCATION:	Ocotillo Development Center (SWSH), Silver City, N.M.
DATE:	October 22-23, 1981
PRESENTER(S):	Albuquerque Special Preschool staff - Pat Krchmar
AUDIENCE:	Ocotillo (SWSH) staff
ATTENDANCE:	=6
HOURS INVOLVED:	=14 hours

****

TYPE OF TRAINING:	Consultation/In Service/Team Teaching
LOCATION:	Ocotillo Development Center (SWSH), Silver City, N.M.
DATE:	December 3-4, 1981
PRESENTER(S):	Albuquerque Special Preschool staff - Pat Krchmar, Erin Moody - Occupational Therapist, Peggy Sheldon
AUDIENCE:	Ocotillo (SWSH) staff and parents
ATTENDANCE:	=12
HOURS INVOLVED:	=14 hours

****

TYPE OF TRAINING: Consultation/In Service/Team Teaching

LOCATION: Ocotillo Development Center, Silver City, N.M.

DATE: May 18-19, 1982

PRESENTER(S): Albuquerque Special Preschool staff - Pat Krchmar, Peggy Sheldon

AUDIENCE: Ocotillo (SWSH) staff

ATTENDANCE: =8

HOURS INVOLVED: =14 hours

****

TYPE OF TRAINING: Demonstration Site Visit/Consultation

LOCATION: Albuquerque Special Preschool

DATE: October 27, 1981

PRESENTER(S): Albuquerque Special Preschool staff - Pat Krchmar, Peggy Sheldon

AUDIENCE: All Indian Pueblo Council (AIPC) Regional Handicap Specialist, Acoma Headstart Director (AIPC), Isleta Headstart Director and Handicap/Health Coordinator (AIPC), San Felipe Headstart Director and Assistant Director/Handicap Coordinator (AIPC)

ATTENDANCE: =6

HOURS INVOLVED: =3 hours

****

TYPE OF TRAINING: Consultation/Evaluation Session

LOCATION: All Indian Pueblo Council, Albuquerque, N.M.

DATE: December 7, 1981

PRESENT: Albuquerque Special Preschool staff - Pat Krchmar, Peggy Sheldon
AIPC Regional Handicap Specialist - Paul Kline

HOURS INVOLVED: =3 hours

****

TYPE OF TRAINING: Site Visit/Consultation/Team Teaching

LOCATION: Acomita Headstart School, Acoma, N.M.

DATE: November 16, 1981

PRESENTER(S): Albuquerque Special Preschool staff - Pat Krchmar, Peggy Sheldon

AUDIENCE: Acoma Headstart staff

ATTENDANCE: =8

HOURS INVOLVED: =6 hours

TYPE OF TRAINING: Site Visit/Consultation

LOCATION: Isleta Headstart School, Isleta, N.M.

DATE: November 10, 1982

PRESENTER(S): Albuquerque Special Preschool staff - Pat Krchmar, Peggy Sheldon

AUDIENCE: Isleta Headstart staff

ATTENDANCE: =17

HOURS INVOLVED: =5 hours

****

TYPE OF TRAINING: Site Visit/Consultation/Team Teaching

LOCATION: San Felipe Headstart, San Felipe, N.M.

DATE: November 3, 1981

PRESENTER(S): Albuquerque Special Preschool staff - Pat Krchmar, Peggy Sheldon

AUDIENCE: San Felipe Headstart staff

ATTENDANCE: =6

HOURS INVOLVED: =6 hours

****

TYPE OF TRAINING: Consultation/In Service/Team Teaching

LOCATION: San Felipe Headstart, San Felipe, N.M.

DATE: March 3, 1982

PRESENTER(S): Albuquerque Special Preschool staff - Peggy Sheldon

AUDIENCE: San Felipe Headstart staff

ATTENDANCE: =6

HOURS INVOLVED: =5 hours

****

TYPE OF TRAINING: Consultation/In Service/Team Teaching

LOCATION: San Felipe Headstart, San Felipe, N.M.

DATE: April 5, 1982

PRESENTER(S): Albuquerque Special Preschool staff - Peggy Sheldon

AUDIENCE: San Felipe Headstart staff

ATTENDANCE: =12

HOURS INVOLVED: =4 hours

TYPE OF TRAINING: Site Visit/Consultation/In Service
LOCATION: Albuquerque Special Preschool
DATE: October 23, 1981
PRESENTER(S): Albuquerque Special Preschool staff - Peggy Sheldon
AUDIENCE: Western Valencia County Human Resources Center - Preschool
ATTENDANCE: =3
HOURS INVOLVED: =3 hours

****

TYPE OF TRAINING: Site Visit/Consultation
LOCATION: Albuquerque Special Preschool
DATE: February 17, 1982
PRESENTER(S): Albuquerque Special Preschool staff - Peggy Sheldon
AUDIENCE: Western Valencia County Human Resources Center - Preschool
ATTENDANCE: =3
HOURS INVOLVED: =3 hours

outreach sites, which may have resulted in these staff assigning lower priority to outreach activities. In Silver City, administrative support of outreach activities and scheduling changes were strongly recommended to overcome a critical lack of planning time. The development and/or use of visual aids would have been helpful in teaching the large proportion of paraprofessionals employed by the target agencies.

Both of the primary rural outreach targets believe that an additional year of outreach assistance would be invaluable to ensure continued quality of integrated programs for young handicapped children.

Objective 7 - Provide outreach assistance to Albuquerque Public Schools' kindergarten and first grade special education program in order to develop and implement integrated classrooms for approximately 18-25 handicapped children.

Two Albuquerque Public School classes within the SEED (Special Education Early Development) Program and a diagnostic kindergarten class were initially targeted for outreach assistance following a series of meetings with various district special education personnel. Selected staff (N=10) at all three schools completed the Outreach Project Needs Assessment to determine priority areas of need. (See Appendix G for Outreach Project Needs Assessment and Outreach Project Needs Assessment Albuquerque Public Schools Results). In addition, site visits were made by the city outreach team to all three schools to observe and interview staff members. Professionals in those classes indicated a need for training in the integration concept, particularly staff from the SEED program since it was a pilot program for the public schools. The SEED program is very similar to the Level II classroom in the Albuquerque Special Preschool Integration model (1:2 ratio of H:NH, team-teaching with Early Childhood and Special Education staff).

Albuquerque Public Schools provided release time for 5 special education professionals, 2 special education paraprofessionals, 2 early childhood professionals, and 1 early childhood paraprofessional to participate in the training, demonstration, and staff development activities. A contract agreement was developed with the professional staff at the three targeted schools and the two special education/early childhood specialists involved with these schools' staff (see Appendix G). The area coordinator responsible for all three sites signed the agreement representing the committment for all involved staff. All

Table 10

Albuquerque Public Schools

Personnel Data

Site Information	Adult Participation Information				
	Early Childhood Education		Special Education		
	Professional	Paraprofessional	Professional	Paraprofessional	
A. Rio Rancho Elem. School - SEED Program	1	0	1	1	
B. Duranes Elem. School - SEED Program	1	1	1	2	
C. Alamosa Elem. School - Diagnostic K-1	0	0	1	1	
D. Area office	0	0	2	0	
E. Zia Elem. School - Diagnostic K-1	0	0	1	0	
F. Armijo Elem. School - Diagnostic K-1	0	0	1	0	
G. Area/district office	1	0	3	0	
Total	3	1	10	4	18

Table II

ALBUQUERQUE PUBLIC SCHOOLS
STUDENT INFORMATION

SCHOOL	Ages 5.9 - 7.10	Number.&.Type of Handicap	Early Childhood Ed. Students age 5.9-6.9	Total # students in program
Alamosa Elementary School - Diagnostic K-1	8	8 multihandicapped	0	8
Rio Rancho Elementary School - SEED	7	7 multihandicapped	13	20
Duranes Elementary School - SEED	8	8 multihandicapped	16	24
Zia Elementary School - Diagnostic K-1	8	8 multihandicapped	0	8
Armijo Elementary School - Diagnostic K-1	8	8 multihandicapped	0	8
Total # students	39	39 multihandicapped	29	68

objectives were fully achieved, with no revisions needed.

A series of training workshops were held one half-day per month, January through May. Personnel in attendance included special education and early childhood teachers, classroom aides, and special education/early childhood specialists. These professionals directly serve 23 handicapped children and 29 non-handicapped children. The agendas, rationales, and handouts can be found in Appendix G. Each workshop was individually evaluated and the entire series was then evaluated following the final workshop. The results of those evaluations can be found in Appendix G, following agendas and handouts for each workshop. There was a total of 20 hours of workshop training provided.

During the course of the workshops, several additional public school personnel asked to attend one or more of the training workshops. Additional persons attending included an occupational therapist, the District Kindergarten Coordinator, two additional diagnostic kindergarten teachers, and other area special education/early childhood specialists. Between 10 and 16 persons attended each workshop. By the final workshop, held May 12, five schools and special education/early childhood specialists from all three areas of the Albuquerque Public School system were consistently represented (see Table 10). An estimate of children directly impacted through this training is 39 handicapped children and 29 non-handicapped children (see Table 11). Approximately 140 handicapped children were indirectly impacted through training received by the special education/early childhood specialists.

Developmental data for research purposes was collected on handicapped children in integrated settings and non-handicapped children in both integrated and non-integrated settings. The findings are reported in Section III. Parents of children enrolled in the outreach target

classrooms were asked to fill out a satisfaction questionnaire (see Appendix G). Responses were mixed, with the majority of parents of handicapped children indicating positive feelings about the experience. The only negative response was from the parent of a child who was transferred from a SEED classroom to a Diagnostic Kindergarten program so that the child would have a more structured learning environment. Parents of non-handicapped children generally rated the experience as moderately beneficial to their child, with a few negative responses received. One possible reason for this is that parents were not informed prior to the 1981-82 school year about the integrated classroom, nor were they given the option of an integrated or non-integrated placement for their child. The public schools plan to address this problem before the 1982-83 school year gets underway.

Overall, Objective 7 was achieved with great success. Professionals and paraprofessionals alike evaluated the workshops as relevant and useful. A letter of appreciation was received after the workshop series (see Appendix G). Verbal communication regarding the workshops influenced those additional people, listed earlier, to attend.

In retrospect, there were some problems encountered. While these did not limit the success of the training, nor did they prevent our achieving the objective, they are important to mention: Although those schools identified as the target sites were selected in September, release time was not granted by the public schools for personnel until December. Therefore, target staff and outreach staff were frustrated by the fact that training was not available in the Fall, 1981 when the need was greatest. Future efforts would be enhanced by securing

release time much earlier.

Another problem which surfaced continually throughout the year was that few early childhood personnel were involved. When the initial outreach grant was awarded, a meeting was held with the Albuquerque Public School District Special Education Coordinator to discuss who and how training would be addressed. It was an oversight on the part of the Albuquerque Special Preschool outreach staff not to have held a similar meeting with public school administration responsible for early childhood staff. Because this was not done, release time for early childhood staff was not provided except in the SEED program. Therefore, early childhood aides were able to come only on a few occasions when Albuquerque Special Preschool provided substitutes or principals released the aides without hiring classroom substitutes. In the Diagnostic Kindergarten classrooms, the early childhood teachers who were integrating children from the special education classes were not involved in training except on a consultant basis and through handouts provided through the special education staff. This was identified as a weaker feature of the workshop series. Future efforts should definitely involve early childhood personnel from the outset, thereby insuring implementation of the team approach.

SECTION III

SUMMARY OF RESEARCH

Albuquerque Special Preschool

1981-82 SUMMARY OF RESEARCH

by Debbie Harrington & Gail Beam

During 1981-82, research focused on improving placement decisions for handicapped children, measuring developmental gains of handicapped children in varied settings and comparing the academic readiness of non-handicapped children in integrated and non-integrated classes. These findings will be outlined briefly and recommendations discussed.

Criteria Checklist: This instrument was developed by the Albuquerque Special Preschool staff, to be completed by teachers and therapists, for the purpose of making informed placement decisions for handicapped children. Analyses revealed high inter-rater reliability and, on the average, high positive correlations among items (internal consistency). Some revision was deemed necessary; the staff is currently working to develop more precise definitions of some items and to eliminate items which proved difficult to objectify. Moderately high positive correlations were found between the Checklist and the LAP, the Westby Symbolic Play Scale, and the Alpern Boll. Overall, the instrument proved to have high reliability and good validity; although, a larger sample would be desirable to strengthen these findings and to permit a factor analysis.

Developmental Progress of Handicapped Children: Comparisons were not made between the handicapped integrated (HI) and handicapped non-integrated (HNI) groups of children; rather, the performances of both groups were evaluated and an attempt made to relate developmental gains to types of intervention techniques. Significant progress, pre to posttesting, was found across groups on all instruments -- the Alpern Boll, LAP, Westby and Criteria Checklist. In addition, there was a trend (descriptively speaking) for

for MLU (mean length of utterance) to increase across groups.

The handicapped children placed in non-integrated classes showed progress in all except the physical area of the Alpern Boll; whereas, on the LAP, they made considerable gains in language, self-help, gross and fine motor skills. The emphases in the special needs classes were on language, self-help and gross motor skills. These children showed from 5.4 to 6.9 months progress in these areas during the 6 month period.

The handicapped children in integrated settings demonstrated gains in self-help and academic areas of the Alpern Boll; whereas, the LAP indicated that the greatest progress was made in gross motor, social, cognitive and language areas (with very little growth in self-help). In the integrated classes, teachers emphasized language and cognitive skills and socialization through many group activities; and, the children demonstrated excellent progress in these areas, in particular.

The different kinds of gains made by the HNI and HI groups were associated with the nature of the instruments (with the LAP emerging as the more reliable estimate of developmental level) and the different language emphasis between the two classes. In the non-integrated classes, the teachers and therapists were more apt to work on vocabulary development. The corresponding language development reflected a faster rate of vocabulary acquisition. On the contrary, the classroom structure in the integrated classes facilitated peer interactions involving language. Language development in these classes reflected the acquisition of more complex language functions.

On the Westby Symbolic Play Scale, the HNI group progressed less than one stage, and the HI group progressed two stages, on the average. This was also consistent with a different emphasis in the classes: the integrated class is structured to encourage symbolic play, and the teachers/aides often intervene to facilitate its development. There has been less emphasis on

symbolic play in the non-integrated (special needs) class. These findings have prompted the speech and language therapists to recommend more opportunities for symbolic play for the HNI group.

The range of behaviors exhibited by children across testing periods was analyzed by looking at the number of behaviors on the Criteria Checklist not exhibited pre and posttest. The HNI group showed an increased range of behaviors; the HI group showed little progress, due to the fact that they demonstrated a wide repertoire of these behaviors during the pretest period. This particular measure has potential to evaluate program goals, and may also indicate which of these behaviors stabilize over time. Currently, consideration is being given to adding items to the Checklist that will be sensitive to changes in the behavioral repertoire of HI children who are functioning at higher levels than HNI children.

While developmental progress was associated with teaching techniques and classroom structure, the influence of maturation and other experiences cannot be ruled out.

Classification Analysis: A stepwise discriminant analysis showed that posttest scores on the LAP, Westby and Criteria Checklist optimally discriminated between the HI and HNI groups of children. Over 51% of the variance was accounted for by group membership, and 87% of the children were correctly classified (or, were identified as belonging to the correct group) on the basis of these scores. There were two children in the HI group and two in the HNI group whose scores on the LAP, Westby and Checklist indicated that they might more appropriately have been included in the other group. The explanations for these "misclassifications" provided suggestions for the current revision of the Checklist: it became apparent that there were other criteria which were employed in placement decisions and should be included -- such as, parental expectations or desires, expressive language,

acting-out behavior, etc. The present criteria provided useful guidelines for class placement, however.

Non-handicapped Preschool Results: Due to methodological problems, it was impossible to assess the qualitative differences of language development between two groups of preschool children -- one in a regular preschool setting and the other an integrated classroom of handicapped and non-handicapped children. Descriptively speaking, there were no apparent differences between the two groups.

Kindergarten Results: The handicapped kindergarten children in integrated classes demonstrated progress on the Purdue Perceptual Motor Survey, and appeared to be operating at an academic level slightly below average on the Test of Basic Experiences. In comparing two groups of non-handicapped children -- one in an integrated kindergarten; the other in a regular kindergarten class -- no significant differences were found on their performances on the TOBE or the Purdue. It appears that the presence of handicapped peers did not detract from the academic readiness of the non-handicapped children.

COMPLETE REPORT OF RESEARCH IS CONTAINED IN APPENDIX H.

For complete results, please write to Albuquerque Special Preschool
3501 Campus Blvd., NE
Albuquerque, New Mexico 87106